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# Cliffside Park Public Schools

**GRADE: 11-12**

**Subject: Advanced Nutrition and Culinary Arts**

**Unit Name: Advanced Nutrition and Culinary Arts**

**Duration: Unit 3--{8 weeks}**

## Essential Questions

What is Risotto, and how many types are there?

How is it cultivated, and how is it different from other rices?

What is the history of Risotto?  
What are the cooking principles of risotto?

What are Paninis?

What equipment is used to make a Panini?

What are Quesadillas?



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What equipment is used to make a Quesadilla? What scientific/chemical processes are involved in specific areas of cooking.

What is the Cacao Bean?

What is the history, cultivation, distribution in the world, manufacturing, usage, nutrition, and cooking principles in using chocolate?

What are four varied recipes using chocolate? What is lasagna?



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	<p>What is its cultural origin, what ingredients are used, and steps to make it?</p>		
<p><b>Enduring Understandings</b></p>	<p>Identify the origin, types, i cultivation, and cooking principles of making Risotto I</p> <p>Identify Paninis and how they are made.</p> <p>Identify Quesadillas and how they are made.</p>		



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Select, research, and prepare a presentation for the class on a scientific/chemical process that occurs in cooking

Prepare the recipe or experiment as evidence supporting the process.

Identify the Cacao Bean become familiar with the history, cultivation, distribution, manufacturing, usage, nutrition, and cooking principles in using chocolate



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Research four varied recipes using chocolate.

Hands-on kitchen lab  
Preparing a chocolate recipe of choice:

**Relevant Standards:**

NJSLS: 9.3.12 Career Awareness, Exploration & Preparation

NJSLS: 9.1A; 9.2A; 9.2B; 9.2C 9.2E; 9.2F Technology:

**21st Century Life and Careers (2014)** 9.3.12.HT-RFB.2 Demonstrate safety and sanitation procedures in food and beverage service facilities.

**21st Century Life and Careers (2014)** 9.3.12.HT-RFB.4 Demonstrate leadership qualities and collaboration with others.



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**English Language Arts (2016) RST.9-10.3.** Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.

**English Language Arts (2016) RST.11-12.4.** Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.

(i.e; NJSLS; NGSS)

**Interdisciplinary Connections: ELA, Math, Social Studies, Science**

**Tier 2 Vocabulary: Analyze. Measure**

**Tier 3 Vocabulary: Calories, Digestion, Nutrition, Absorption, Cultural, Dough, Chocolate, Lasagne, Cacao Bean**

**Core Instructional Materials/Resources/Digital Tools** Websites- NJCAN, Kitchen Appliances, Appropriate instructional videos, Textbooks, Hands-on kitchen lab performance

### **Sources**

New Jersey Student Learning Standards (2016) - <http://www.state.nj.us/education/cccs/2016/math/standards.pdf>

New Jersey Student Learning Standards - Technology (2014) - <http://www.state.nj.us/education/cccs/2014/tech/8.p>

Career Ready Practices (2014) - <http://www.state.nj.us/education/cccs/2014/career/CareerReadyPractices.pdf>



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Pearson enVision 2.0 (2016) - <a href="https://www.pearsonrealize.com">https://www.pearsonrealize.com</a>		
<p><b>21<sup>st</sup> Century Themes and Skills:</b>  (CRP /NJSL Standards)</p>	<p><b><u>To apply the standards that apply copy and paste from the link.</u></b></p> <p>12 Career Ready Practices follow the link below. NJSL</p> <p><a href="http://www.state.nj.us/education/cccs/2014/career/CareerReadyPractices.pdf">http://www.state.nj.us/education/cccs/2014/career/CareerReadyPractices.pdf</a> <b>CRP1.</b> Act as a responsible and contributing citizen and employee. <b>CRP2.</b> Apply appropriate academic and technical skills. <b>CRP3.</b> Attend to personal health and financial well-being. <b>CRP4.</b> Communicate clearly and effectively and with reason. <b>CRP5.</b> Consider the environmental, social and economic impacts of decisions. <b>CRP6.</b> Demonstrate creativity and innovation. <b>CRP7.</b> Employ valid and reliable research strategies.</p> <p><b>CRP8.</b> Utilize critical thinking to make sense of problems and persevere in solving them. <b>CRP9.</b> Model integrity, ethical leadership and effective management. <b>CRP10.</b> Plan education and career paths aligned to personal goals.</p> <p><b>CRP11.</b> Use technology to enhance productivity. <b>CRP12.</b> Work productively in teams while using cultural global competence.</p>	
<p><b>8.1 Educational Technology</b></p> <p><b>8.2 Technology Education, Engineering, Design, and Computation</b></p>	<p><a href="http://www.stste.nj.us/education/ccss/2014/tech/8.pdf">http://www.stste.nj.us/education/ccss/2014/tech/8.pdf</a></p> <p>NJSL Technology Literacy 8.1A, 8.1B</p>	



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<b>Assessments and Performance Tasks:</b>	<b>Formative:</b> Teacher created individual and group projects <b>Summative:</b> Quarterly assessments, project based, with standards embedded within <b>Alternative:</b> Individually assigned projects based on student's ability and level	

<b>Differentiation/Accommodations/Modifications</b>	
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Gifted and Talented	English Language Learners		Students with Disabilities 504 Plans Students at risk of academic failures	
<p><b><i>(content, process, product and learning environment)</i></b></p> <p>Debate topics of interest / subject importance.</p> <p>Authentic listening and reading</p> <p>Use of Higher Level Questioning Techniques</p> <p>Differentiation of the presentation strategies</p>	<p>Highlight key vocabulary through close reading</p> <p>Use graphic organizers</p> <p>Modified Assignments</p> <p>Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)</p> <p>Extended time to complete class work</p> <p>Differentiation of the presentation strategies and student expectations</p> <p>Small group work</p> <p>Paired Learning</p>		<p><b><i>(appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team) Such as but not limited to the following:</i></b></p> <p>Debate topics of interest / subject importance.</p> <p>Authentic listening and reading</p> <p>Model skills / techniques to be mastered.</p> <p>Extended time to complete class work</p> <p>Differentiation of the presentation strategies and student expectations</p>	



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and student expectations  Small group work  Students present on topic of interest and curriculum related	Alternative assignments  Culturally related project based assignments	Small group work	
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